

Perception of Academician Towards Online Teaching with Special Reference to the Standard Fireworks Rajaratnam College for Women, Sivakasi

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Abstract

During the COVID-19 lockdown, everybody confronted a difficult circumstances in each area of the economy. Similarly, the education sector is also not liberated from the impact of the COVID-19 lockdown. It has made it a noteworthy challenge in front of educators to educate students. During the lockdown, academicians put more effort to educate students from home by utilizing different internet-based strategies. This study was led to know the perception of academicians and their experiences of teaching students online during the lockdown. To figure out how the academicians are dealing with the students and the difficulties looked at during online teaching, a questionnaire is prepared. To conduct the analysis, 85 questionnaires were sent to academicians of The Standard Fireworks Rajaratnam College for Women, Sivakasi. From the investigation was exposed that academicians feel that online education is enhancing the information on the instructors expanding their technical expertise still, it additionally has expanded the functioning hours of the educators as the online connection has reduced the communication gap between the students and teachers over the day. A comprehensive study reveals that, during the COVID-19 lockdown, teachers are handling online education positively, and they are effectively partaking in shaping the future of students.

Keywords: *Online teaching, perception, academician*

Introduction

"There is nothing permanent except change. Nothing is permanent except change.

The only constant changes. Change is the only constant. Change alone is unchanging."

- Heraclitus

From the above quotes, Change is inescapable. Anything is changed in this World with new headways and improvement. Improvement of the Internet and the Web has driven instructive foundations to change their learning strategies to fulfill the client's needs in giving an optimal learning climate. It prepares to learn through the innovation empowered, move of abilities and information to numerous beneficiaries. Involving innovation and organization correspondence for instructing and learning is alluded to as E-learning. As a piece of E-learning, online classes are improved to make a conventional schooling system through on the web. A web-based class is a framework where understudies can learn subjects, examine issues with individual understudies, explain questions with the teachers and offer material and check scholarly advancement with assistance from web-situated

innovations. Today, online classes are turning out to be so well-known as a result of the expansion of the Coronavirus pandemic. Because of the pandemic, the understudies' examinations are slowed down, and their future is dim. Subsequently, to keep away from this present circumstance, different colleges and universities have chosen to show understudies online through various accessible virtual entertainment applications. Internet education has taken a popular upset during the lockdown as there could be no other choice but to show understudies and complete their prospectus. Not just this, web-based education has likewise been started to make the understudies caught up during isolation and to keep their psyche quiet by giving various tasks and different works. Online schooling offers energizing chances to grow the learning climate for different understudy populations. The current review is led to know the impression of academicians towards online training during the lockdown.

Review of Literature

This section incorporates the review of literature related to the present study. It is one of the early steps in planning

research work and reviewing research done previously in the same area. It is essential for every researcher to critically analyze their problem with problems already done by others. It gives the knowledge of the previous studies undertaken, the latest trend in the field of the present investigation, and the missing gaps and provides scope for future research.

Tamargo F. A. (2010) has studied that online education encourages a student to be more open to communicating their ideas, views, and opinions. In Online Education, the student feels free to express his thoughts. He also adds that face-to-face education can be pressurized for the student because of the environment. The study suggests that online education is more dynamic in comparison to face-to-face classes. A student and a teacher can be more accessible to each other in online teaching. There are some obvious benefits of online learning, but they come with challenges and unfortunate consequences.

Dr. Babita Dubey and Dr. Shivendra Singh (2020), in their article titled, "Perception of Teachers on Online Teaching in Higher Education during COVID-19 Lockdown" concluded that teachers of any type of organization, whether government or private have positive perceptions towards web-based teaching during the COVID-19 lockdown. That's what educators trust however, web-based education is expanding instructors' specialized information and accommodating information expansion, web-based showing builds the functioning long periods of educators as there is no time limit as in study hall instructing. Excellent internet instructing is more troublesome and requesting than its eye-to-eye partner. It requires more forthright preparation and readiness and more individualized criticism and help.

Retno Puji Rahayu and Yanty Wirza (2020), stressed the success of online learning depends on teachers' ability to innovate in designing and gathering materials, and learning methods and choosing the best applications in line with the material and techniques in the COVID-19 pandemic situation. Creativity is the key to a teacher's success to motivate students to keep their enthusiasm for learning online (online) and not become a psychological burden. Teachers must be able to create models and

learning strategies appropriate to students' character in their schools. The use of several applications in online learning is beneficial for teachers in this learning process. Teachers must be accustomed to their teaching by utilizing complex online media packaged effectively, easily accessed, and understood by students.

Dr. Pushpender Kumar (2020), study shows that faculty members have reflected on the current situation in a very positive manner and shown a positive perception of the adoption of online teaching tools and techniques. They feel comfortable in the implementation of online teaching and have demonstrated a desire to teach online in the future.

Research Gap

Even though the studies related to online teaching and its implementation during the pandemic situation and online learning are too many, most of the studies in general, but not on The Standard Fireworks Rajaratnam College for Women, Sivakasi, have no exclusive study on the academician and learner's perception towards online teaching and learning. Hence, the present study has made attempted to fill up the research gap.

Statement of the Problem

In the current scenario, the education system has been distorted from the elementary to tertiary level due to the widespread COVID-19 pandemic. In India, by mid-March, all the educational institutions had been shut down to limit the spread of COVID-19. In this situation, ICT paves the way for a transformation of traditional learning into an online learning process through an innovative learning management system. Educational institutions and students have accepted online learning because of learning flexibility and ease of use with some difficulties like connectivity issues and lack of face-to-face interaction. Hence, the researcher aims to examine the perception of academicians towards online teaching at The Standard Fireworks Rajaratnam College for Women, Sivakasi.

Scope of the Study

The researcher attempted to analyze the perception of academicians towards online teaching in The Standard Fireworks Rajaratnam College for Women, Sivakasi.

Objectives of the Study

Coming up next are the primary targets of the current review:

- To cognize the importance of online teaching during the phase of an ongoing pandemic.
- To analyze the perception of academicians towards online teaching.

Sample Frame

This empirical research was conducted at The Standard Fireworks Rajaratnam College for Women, Sivakasi. The questionnaire was prepared and distributed to 85 teaching professionals and was analyzed.

Findings of the Study

The following table shows the demographic factors and background details of the respondents.

Table 1.1 Descriptive Details

Variables	Categories	Frequency	%
Age	Below 25 years	12	14.12
	26-40 years	45	52.94
	41-50 years	18	21.18
	Above 50 years	10	11.76
Educational Qualification	PG	12	14.12
	M.Phil	21	24.71
	Ph.D	38	44.71
	SET	14	16.46
Area of discipline	Arts	43	50.59
	Science	42	49.51
Teaching experience	Below 5 years	13	15.29
	6-10 years	20	23.53
	11-15 years	24	28.24
	Above 15 years	28	32.94
Designation	Assistant Professor	60	70.59
	Associate Professor	15	17.65
	Visiting Faculty and COP Instructors	10	11.76
The mode of communication used	E-Mail	10	11.76
	WhatsApp	50	58.83
	Google Classroom	25	29.41

The device used for Online Class	Mobile Phone	11	12.94
	Personal Computer	13	15.29
	Laptop	61	71.77
Time spent for online classes per day	2-3 hours	48	56.47
	3-4 hours	27	31.77
	4-5 hours	10	11.76
Duration of each class	40 minutes	41	48.24
	45 minutes	27	31.76
	1 hour	17	20.00
Platform used for the online class	Google Meet	40	47.06
	Google Classroom	22	25.88
	WhatsApp group	11	12.94
	YouTube Channel	12	14.12
Ensure students attention in class	Raise question	46	54.12
	Call out student to respond	39	45.88
Methods opted to share educational contents	E-Mail	10	11.76
	WhatsApp group	47	55.29
	Google Classroom	28	32.95
Frequency of sharing educational content	Once a week	12	14.12
	2 times a week	13	15.29
	As and when needed	60	70.59
Response of students towards online teaching	Poor	14	16.47
	Fair	31	36.47
	Good	27	31.76
	Excellent	13	15.30

Source: Primary Data

It is evident from above Table 1.1 that, out of 85 respondents contacted, the majority of the respondents (52.94%) are in the age group of 26-40 years. The majority of the academicians (44.71%) are doctorates. More respondents (50.59%) are from arts disciplines. The majority of the respondents (32.94%) are having than 15 years of experience. The majority of the sample respondents (70.59%) are Assistant Professors. The majority of the respondents (58.83%) used WhatsApp as a communication medium. The majority of the sample respondents (71.77%) are taught online classes through their laptops. The majority of the respondents (56.47%) spent 2-3 hours in an online class. The majority of the sample respondents (48.24%) taught an online class for 40 minutes. The majority of the respondents (47.06%) used

Google meet as a platform for online classes. The majority of the respondents (54.12%) raise questions to identify whether students are effectively attending online classes. The majority of the respondents (55.29%) are sharing educational content through WhatsApp groups. The majority of the respondents (70.59%) are sharing educational content as and when needed. The majority of the respondents (36.47%) feel that the response of students is fair while online teaching.

Confirmatory Factor Analysis on Perception of Academicians' on Online Teaching

The variables used in the confirmatory factor analysis are

Observed, Endogenous Variables

1. A good option to teach students during lockdown
2. Diversifying teachers' knowledge
3. Increase in the technical knowledge of the teachers
4. Online teaching helps complete the syllabus
5. Online teaching reduces the communication gap between teachers and students
6. Online teaching helps clear the doubts of the students
7. Online teaching is comfortable
8. Online teaching increases teachers' burden
9. Online teaching increases the working hour of the teachers

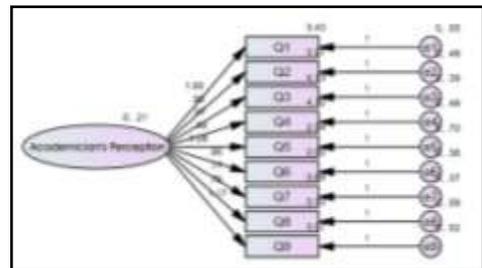
Unobserved, Exogenous Variables

- Academician's Perception
- e1
- e2
- e3
- e4
- e5
- e6
- e7
- e8
- e9

Hence, some variables in the confirmatory factor analysis are

Number of variables in this model:	19
Number of observed variables:	9
Number of unobserved variables:	10
Number of exogenous variables:	10
Number of endogenous variables:	9

Figure 1.1 Confirmatory Factor Analysis on Perception of Academicians' on Online Teaching



This is a simple regression model where one observed variable, the academicians' perception of online teaching, is predicted as a linear combination of the other experimental variables. The model assumes '1' as the standardized regression weight, which specifies that other variables must weigh 1. Each single-headed arrow represents a regression weight in the prediction of academicians' perception of online teaching. Each single-headed arrow represents a regression weight. The values shown with the single-sided arrow (1.00, .95, .97, .89, 1.08, .95, .77, .76, 1.17) are standardized regression weights. The Academician's perception is influenced by Online teaching increases the working hour of the teachers (1.17) followed by Online teaching reducing the communication gap between teachers and students (1.08), An excellent option to teach students during lockdown (1.00), Increase in the technical knowledge of the teachers (.97), Diversifying teachers' knowledge and Online teaching helps clear the doubts of the students (.95), Online teaching helpful in completing the syllabus (.89), Online teaching is comfortable (.77). The least influencing factor is Online teaching increases teachers' burden (.76).

Table 1.2 Regression Weights: (Group Number 1 - Default Model)

Variables			Estimate	S.E	C.R	P	Label
A good option to teach students during lockdown	<-	Academician's Perception	1.00				
Diversifying teachers' knowledge	<-	Academician's Perception	.945	.228	4.153	***	
Increase in the technical knowledge of the teachers	<-	Academician's Perception	.975	.220	4.423	***	
Online teaching helps complete the syllabus	<-	Academician's Perception	.890	.220	4.042	***	
Online teaching reduces the communication gap between teachers and students	<-	Academician's Perception	1.079	.265	4.067	***	
Online teaching helps clear the doubts of the students	<-	Academician's Perception	.955	.214	4.466	***	
Online teaching is comfortable	<-	Academician's Perception	.772	.191	4.038	***	
Online teaching increases teachers' burden	<-	Academician's Perception	.764	.217	3.524	***	
Online teaching increases the working hour of the teachers	<-	Academician's Perception	1.170	.261	4.487	***	

Source: Computed Data

Table 1.2 shows the unstandardized coefficients and associated test statistics. The amount of change in the dependent or mediating variable for each unit change in the variable predicting it is symbolized by the unstandardized regression coefficient. Table 3.23 shows the unstandardized estimate, its standard error (abbreviated S.E.), and the estimate divided by the standard error (abbreviated C.R. for Critical Ratio). Under column P, the probability value associated with the null hypothesis that the test is zero is exhibited.

Level of Significance for Regression Weight

The likelihood of getting a basic proportion as extensive as 4.487 in absolute value is less than 0.001. In other words, the regression weight for Academician's Perception in the

forecast of the Online teaching expands the functioning hour of the educators is significantly different from zero at the 0.001 level (two-tailed). The probability of getting a critical ratio as large as 4.466 in absolute value is less than 0.001. In other words, the regression weight for Academician's Perception in the prediction of online teaching helps clear the doubts of the students is significantly different from zero at the 0.001 level (two-tailed). For large samples under suitable assumptions, these statements are approximately correct.

Table 1.3 shows the standardized estimates for the fitted model. Relative contributions of each predictor variable to each outcome variable can be evaluated by standardized estimates.

Table 1.3 Standardized Regression Weights: (Group Number 1 - Default Model)

S/N		Factor	Estimate
A good option to teach students during lockdown	<-	Academician's Perception	.530
Diversifying teachers' knowledge	<-	Academician's Perception	.529
Increase in the technical knowledge of the teachers	<-	Academician's Perception	.586

Online teaching helps complete the syllabus	<-	Academician's Perception	.508
Online teaching reduces the communication gap between teachers and students	<-	Academician's Perception	.513
Online teaching is helping clear the doubts of the students	<-	Academician's Perception	.595
Online teaching is comfortable	<-	Academician's Perception	.507
Online teaching increases teachers' burden	<-	Academician's Perception	.419
Online teaching increases the working hour of the teachers	<-	Academician's Perception	.600

Source: Computed Data

Table 1.4 Model Fit Summary of Confirmatory Factor Analysis

Indices	Value	Suggested value
Chi-square value	138.420	-
P value	<0.000	<0.01
GFI	0.944	>0.90
AGFI	0.906	>0.90
CFI	0.959	>0.90
RMR	0.054	<0.08
RMSEA	0.075	<0.08

Source: Computed Data

From above Table 1.4, it is found that the calculated P value is less than 0.01, which indicates a perfect fit. Here GFI (Goodness of Fit Index) value and AGFI (Adjusted Goodness of Fit Index) value is more significant than 0.9, which represents it is a good fit. The calculated CFI (Comparative Fit Index) value is 0.959, which means that it is a perfect fit and also it is found that the RMR (Root Mean Square Residuals) and RMSEA (Root Mean Square Error of Approximation) value is 0.054 and 0.075 respectively which is less than 0.08 which indicated it is perfectly fit.

Conclusion

From the investigation of academicians' perception of online teaching, it is observed that online teaching is an intriguing better approach to finding out about nearly anything. It decidedly affects the existence of academicians. The rising utilization of innovation in the field of learning has worked on the nature of schooling. Instructors have hopeful perspectives about web-based

classes. Be that as it may, there is in every case a lot of opportunity to get better to the extent that web-based learning goes.

Academicians of every age are making it a decent stride during a lockdown. That's what they trust however, web-based education is expanding their specialized information and accommodating information broadening, internet showing builds the functioning long periods of educators as there is no time limit as in homeroom instructing. As foundations change to online guidance despite Coronavirus, academicians battle with teaching subjects on the web. Great internet instructing is more perplexing and requesting than its up close and personal partner. It requires more forthright preparation and readiness and more individualized criticism and help.

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